DOCUMENT RESUME

ED 108 675 IR 002 204

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TITLE	Bicentennial Ideas from the Library Media Center.
INSTITUTION	Villanova Univ., Pa. Dept. of Library Science.
PUB DATE	75
NOTE	12p.
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	Instructional Innovation; *Instructional Materials Centers; Librarians; Media Specialists; School Libraries; *Student Projects; *United States History
IDENTIFIERS	*Bicentennial

ABSTRACT

Twelve ideas for stimulating interest in the Bicentennial are briefly described. Ideas contained in this booklet are intended for implementation by library media specialists and teachers. The projects, interdisciplinary in nature, can be used as stated or adapted to meet individual differences of the Library Media Staff. The suggestions include: creation of a film for a time capsule, selection of ten books to be saved for the future, and a monthly project in conjunction with the local historical society. (Author/DS)

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BICENTENNIAL IDEAS FROM THE LIBRARY MEDIA CENTER

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The Bicentennial ideas contained in this booklet are selective and unique for implementation by Library Media Specialists and teachers. The projects, interdisciplinary in nature, can be used as stated or adapted to meet individual differences of the Library Media Center. We hope these ideas stimulate you in developing new and better projects for celebrating our Nation's 200th Birthday.

Department of Library Science
Villanova University
Edited by
Mr. Art Castellucci
Dr. Kenneth I. Taylor

DO NOT OPEN UNTIL THE YEAR 2076

IDEA: Create a film depicting some aspect of a student's life in 1975. Social studies teacher and librarian will meet with groups and discuss values with them. Questions posed will be - What is important about your life and our times? What do you think someone living in the year 2076 would like to know about you? What aspect of your life do you think will change the most? Areas of interest might be (solicit these from the discussion), Religion, Sports, Shopping Centers, Home Life, Nature Scenes, Schools, Historical Points, Streets, Graffiti, Pets, Farm Life, Industry, Modes of Travel, etc.

PURPOSE: Make an 8mm. film of any aspect of everyday life. Film will be placed in a time capsule and opened one hundred years from now. Films should be short and include a cassette tape narration. Upon completion of films they will be previewed by entire class. The best film from each class could be featured during the Bicentennial year. Films can be video taped and shown over closed circuit television.

VARIATIONS OF THE ABOVE: If 8mm. cameras are not available, students can use an instamatic camera to take black and white photos or slides. Essays can be written for the language arts program using the same theme. Students can produce a film strip using "Rite on materials" from Bro-Dart or Miller-Brody productions.

CONCLUSION: Films or essays will be put in a suitable container and placed in the school safe for "hopefully" showing in the year 2076.

CONTRIBUTOR: Mr. Art Castellucci

BOOKS WORTH SAVING

Students will be told that in the year 2076 there will be no books available on earth except those they have selected to be placed in a time capsule for preservation. They will be asked to select ten titles (a set of encyclopedias will count as one title) they consider most important to them. They may then compile an annotated bibliography explaining their choices. It will be interesting to see and analyze the books selected. Will they include encyclopedias, history books, fairy tales, sport books, etc.?

This can be an interdisciplinary activity involving the language arts teacher, art teacher, and librarian. During the art class students can create a book mark listing their choices. Annotations can be written in language arts class and the librarian can present book talks on significant books found in the school library collection to stimulate students' curiosity.

CONTRIBUTOR: Mr. Art Castellucci

HISTORICAL RESEARCH VIA ACCESSION RECORDS

IDEA: Have library aides (students) examine accession records from the beginning year of the school library to the present. In reality, accession records are a history of the library.

PROCEDURE: Students will examine available accession records (accession book, if available, card files, and annual reports), dividing the time covered into five year intervals. Each interval will be analyzed for cost of books - number of books purchased - scope and variety of subjects and authors covered - number of books discarded and why - number of books withdrawn or missing. A statistical comparison will be made and conclusions can be drawn. New schools might use public library records. Project serves as an exercise in historical research and documentation, drawing upon original sources.

INVOLVEMENT: Student assistants - Librarians - paraprofessionals.

CONTRIBUTOR: Mr. Art Castellucci

BICENTENNIAL STORY CALENDAR

IDEA: Stories are told weekly dealing with a certain period of time in American History. Suggested calendar would be:

September - Exploration period
October - Colonial Period
November - Revolution period
December - Civil War period
January - Roaring Twenties
February - Thirties
March - Forties
April - Fifties
May - Sixties

Suggested content of stories - Indians - famous people of State - Sport stories - Patriotic stories - Country stories - Humorous stories, etc.

PROCEDURE: Stories will be told three times a month on a certain period of history. On the third meeting students will dress in costumes depicting some aspect of that period. Group pictures will be taken during the third period. Students will also receive background information on each period of time through their Social Studies class.

INVOLVEMENT: Students - Art Teacher - Social Studies Teacher - Librarian.

CONTRIBUTOR: Mr. Art Castellucci

AMERICAN OF THE WEEK
BICENTENNIAL THEME FOR LIBRARIES

An ongoing series of "The American People, 1776-1976". Each week the librarian would have a story hour, or book talk, film, play, etc. dealing with a famous American. The "American of the Week" would be relevant to social studies, or music, or science or any other subject currently studied by some of the students.

CONTRIBUTOR: Mrs. Joan Markham, student, Department of Library Science, Villanova University.

VALUES OF PAST AND PRESENT

Value systems of past and present can be contrasted and compared by using excerpts from fiction, biographies, history books, and original sources for the periods 1776-1876 and 1876-1976. Excerpts from the books can be displayed for exhibit and study in student-made scrapbooks or on posters following themes such as religion, social life, family, work, and recreation. Summary statements can be given on a grid or mural for the two time periods either for the nation or for one's state. An interesting source of background material is Seymour Dunbar, A History of Travel in America, New York, Tudor Publishing Co. 1937.

CONTRIBUTORS: Mr. Art Castellucci, Dr. Kenneth I. Taylor.

HISTORY RE-ENACTED

A series of photographs in current issues of Instructor magazine, beginning September, 1974, can serve as inspiration to photo enthusiasts who might wish to direct their hobby toward the media center and the Bicentennial theme. A re-enactment of the signing of the Declaration of Independence, for example, has young people in the roles of our country's early leaders.

CONTRIBUTOR: Dr. Kenneth I. Taylor

LEARNING STATIONS

Learning stations as a format for presenting Bicentennial information are effective ways to stimulate interest and enthusiasm in the media center and in classrooms. Information and photos on learning stations can be found in Imogene Forte, ed. Center Stuff for Nooks, Crannies & Corners. Complete Learning Centers for the Elementary Classroom. Nashville, Tennessee: Incentive Publications.

CONTRIBUTOR: Dr. Kenneth I. Taylor

CIVIL WAR REVISITED

IDEA: Re-enactment of a Civil War Battle produced and directed by elementary students.

PROCEDURE: Students will develop script as a film (16mm. color) with narrative and also produce a video tape and slide tape presentation of the battle. Costumes and script will be made by students. Research will be done in the school library and Historical Society.

LOCATION: Trexler Game Preserve, Schnecksville, Pennsylvania, Greater Allentown Area.

INVOLVEMENT: Principal - provides budget; Librarian - research and production; Students - research and development of script and costumes; School - Parkland Elementary School

CONTRIBUTOR: Mary Beth Holko, Librarian

PORTRAITS

IDEA: Historical figures portrayed on poster board with the use of opaque projector.

PROCEDURE: Portraits of Pilgrims - soldiers from various wars - Indians - Generals - Presidents, etc. will be copied and colored using pastel crayons. Books and materials will be displayed with the poster. Poster can be changed each day or week depending on the number produced. They can also be displayed chronologically.

INVOLVEMENT: Students - Art Teacher - History Teacher - Library Media Specialist.

CONTRIBUTOR: Mr. Art Castellucci

BICENTENNIAL VALUE ORIENTED QUESTIONS

IDEA: Pose value questions to a World Cultures or Speech class. Questions are based on happenings in American History.

PROCEDURES: Pose questions to students - What aspects of American History are you proud of? Medical and space achievements, etc. What aspects of American History are you ashamed of? Watergate - removal of Japanese from West Coast - McCarthy hearings - treatment of Indians, etc.

Make a list of famous Americans born in a foreign country. Note their achievements.

Has the Supreme Court ruling against Bible Reading in public schools created an adverse effect on the youth of today?

Do we really have religious freedom in the U.S.? If so, how did it evolve?

INVOLVEMENT: Students - Speech and Social Studies teachers - Librarian.

CONTRIBUTOR: Mr. Art Castellucci

REFERENCES

Margaret N. Coughlin, comp. Creating Independence, 1763-1789; A Selected Annotated Bibliography. Washington: Library of Congress, 1972. From Superintendent of Documents, U.S.Government Printing Office, Washington, D.C., 20402 at $1.15.

Project 1776; A Manual for the Bicentennial, 451 School House Lane, Devon, Pennsylvania, 19333.

CONTRIBUTOR: Dr. Kenneth I. Taylor

BICENTENNIAL PROJECT
IN CONJUNCTION WITH LOCAL HISTORICAL SOCIETY

A. Entire school should participate including Art, Music and Physical Education/Health.

B. Each month, October through May, a representative from the local Historical Society would address students and teachers in large group on one aspect of colonial life in that area. The program should be scheduled as early in the month as possible and act as the keynote for the month.

C. September would be orientation month. Teachers and students would be introduced to the year's plan. Teachers would determine which member would be responsible for which part of the program. Students (and even teachers) could enter into a "contract" for the year which included the plan as well as some mutually agreed upon project for each month. Folders for each student should be provided (or made in Art for September).

D. June would be presentation month, in which the various projects might be shared with the entire community. Overall major school project might be the student production of a media (filmstrip/cassette or sound film) tour of the Historic Sites of the area to be duplicated and used for Media Center and/or other schools.

E. Monthly Plan:

October - Settlement of the Township, City, etc. to include reasons for that site, culture, class, religion, etc. of first settlers.

November - Employment of the settlers and their successors, with attention to the kinds of work different people pursued and why. Were there different socio-economic classes?

December - Celebrations to include how traditions start and why people value traditions, as well as the types and manner of celebrations in the area. There would be special emphasis on Christmas to culminate in a real celebration. (Lits Department Store's Enchanted Village depicts Christmas in Colonial Philadelphia in its downtown store which the students might be encouraged to visit). What games were there?

January - Food and Clothing - to include how made, where it came from, what health and safety factors were present or absent; was there good nutrition? What developments change customs of eating and dress? Samples of food/clothing made by students.

February - Commerce and Trade - what resources the community had and what it lacked; what relationships the people developed with neighboring communities; how transportation and communications influence trade.
March - Architecture and artifacts - what buildings were constructed of and why; which buildings remain and why (special emphasis on the politics of preserving Historic Sites). What influences style in furnishings? Does craftmanship exist today?
April - Education - who went to school; who were the teachers; what was considered "an education"; what did the average adult need to know - the average child? Who taught the teachers? Who provided (paid for) an education? Compare to today, especially Right to Read; Rights of Women and minorities.
May - Politics - were the locals Loyalists or Patriots; are they Liberals or Conservatives today? How did the governmental machinery develop; how workable is it now? Develop some political question in conjunction with the May primary or explore the governmental red tape through some school related problem.

F. Parents ought to be included in the plan, advised of its scope and invited to participate. PTA meetings might provide a regular ten minute audio visual update on the program. Many parents may be resource personnel for the program. The annual bazaar might take the Bicentennial theme.

G. The librarian could provide special carts or shelving on historical fiction of the colonial period. A carefully laid out skills program in the use of appropriate reference tools is the responsibility of the librarian. A fifteen minute colonial literature period might close the class if the school is on scheduled library visits. In flexible scheduling the homeroom period might provide a few minutes for a short reading or quotation from a colonial source. There might be a biography display for the year featuring a Colonial of the Month (or Man and Woman of the Month or Patrior and Loyalist of the Month),

H. The music department should develop a program around the music of the Revolution and Early American period. It should include the instruments and their construction; the music of the different classes; the dances; the children's songs; and the song writers.

I. As an experiment in energy conservation and appreciation of the colonial lifestyle, one day a month might be Conservation Day when the school personnel and students are asked to do without or do it the old way either during school, if safety regulations allow, or at home.

J. The art department might explore the colonial signs which indicated the nature of the business (compare to the level of education). Students could design signs for the various parts of the school: library, cafeteria, boiler room, etc.

K. If there is a home economics department the various projects in food, clothing and celebration, as well as home decoration with nature's bounty would be planned with the librarian's assistance in searching out authentic costumes and recipes.

L. The school nurse and/or the physical education teacher could teach hygiene as compared to today, treatment of ailments and disasters. The physical education teacher could incorporate colonial games into the fitness program.

CONTRIBUTOR: Cathy Siegl, student, Department of Library Science, Villanova University.